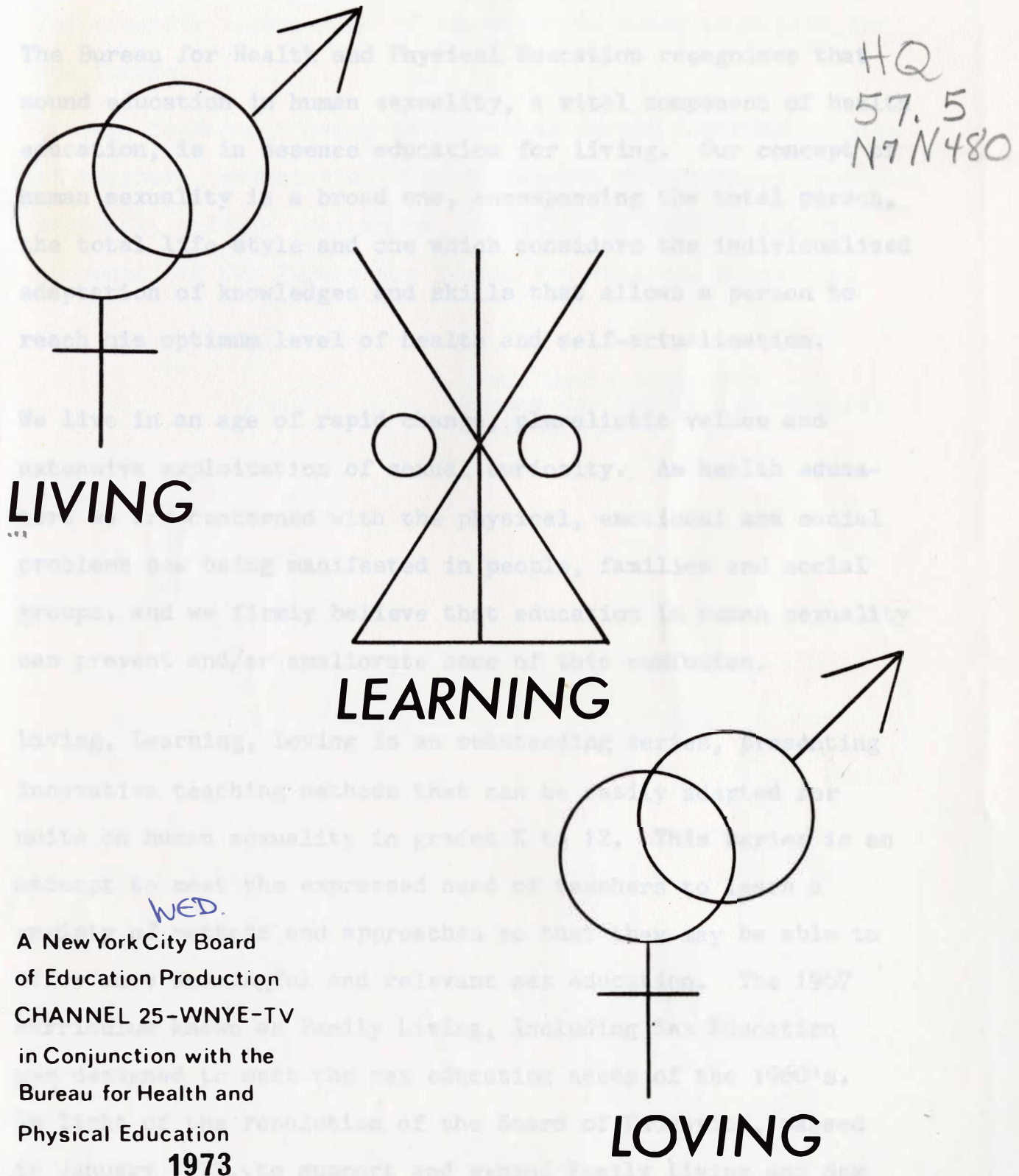


New York (City). Board of Education

Teacher's Manual for In-Service Television Program



Foreword

The Bureau for Health and Physical Education recognizes that sound education in human sexuality, a vital component of health education, is in essence education for living. Our concept of human sexuality is a broad one, encompassing the total person, the total life style and one which considers the individualized adaptation of knowledges and skills that allows a person to reach his optimum level of health and self-actualization.

We live in an age of rapid change, pluralistic values and extensive exploitation of sexual curiosity. As health educators we are concerned with the physical, emotional and social problems now being manifested in people, families and social groups, and we firmly believe that education in human sexuality can prevent and/or ameliorate some of this confusion.

Living, Learning, Loving is an outstanding series, presenting innovative teaching methods that can be easily adapted for units on human sexuality in grades K to 12. This series is an attempt to meet the expressed need of teachers to learn a variety of methods and approaches so that they may be able to offer more meaningful and relevant sex education. The 1967 curriculum known as Family Living, Including Sex Education was designed to meet the sex education needs of the 1960's. In light of the resolution of the Board of Education, passed in January 1973, to support and expand Family Living and Sex

Education, we believe that this series will provide direction for creative improvement of education in human sexuality for the future.

Living, Learning, Loving is a tribute to the combined efforts of teachers, principals, district health coordinators, parents, students, college professors, the staff of WNYE-TV and the personnel of the Bureau for Health and Physical Education.

Irwin Tobin, Director Bureau for Health and Physical Education

Angela Zirpiades, Supervisor Bureau for Health and Physical Education

Maude Parker, Coordinator Bureau for Health and Physical Education

Sylvia Schacter, Television Teacher in Living, Learning, Loving

Curriculum Committee

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David Katz, Ph.D. Health Education Department, Lehman College, Bronx, N.Y.

Maude Parker, Coordinator Bureau for Health and Physical Education

Angela Zirpiades, Supervisor Bureau for Health and Physical Education

Producers of Telecasts

Eppie Convel and Ruth Myers, Producers of Living, Learning, Loving

Director of Telecast

Judy Gleason, Director of Living, Learning, Loving

The preparation of this manual would not have been possible without the diligent work of Angela Buse and Davis Sjogren of the clerical staff of the Bureau for Health and Physical Education and the talent of Lou Castelli of WNYE-TV who drew the cover.

Acknowledgments

Living, Learning, Loving is the result of the cooperation of the Bureau for Health and Physical Education and WNYE-TV of the Board of Education of the City of New York.

We extend special thanks to the participants of each program and to their schools, districts and agencies. Sincere appreciation is offered to our colleagues listed below because of their contributions and sustained involvement throughout the planning and production of this series.

Irwin Tobin, Director Bureau for Health and Physical Education

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M. I. P.
(2/73 Draft)
- III -

LIVING, LEARNING, LOVING: EDUCATING FOR HUMAN SEXUALITY

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7. Personal and Family Crises
8. Term Project on Values and Family Life

INTRODUCTION

The purpose of this television series is to help all teachers, regardless of subject area or grade level, become more knowledgeable, comfortable, and adept at teaching about human sexuality. The emphasis will be on teacher methodology within the classroom, with information concerning appropriate resource and background material listed in the Manual.

This Manual will also briefly review the contents of each program, and then suggest topics and questions for workshop discussion. The workshop leader can choose the questions most relevant to his/her group for discussion either before or after the group views the program.

The majority of our programs will feature master teachers and some of their pupils being televised in our studio. While the actual classroom lesson is duplicated, the size of our classes will be smaller due to technical requirements.

It is recommended that all programs be viewed by the workshop classes regardless of the grade levels of the attending teachers. The main objective of this series is to present a variety of approaches to the teaching of human sexuality that can be adapted for all grade levels. We also feel that it is important for teachers to be aware of content and methodology on other grade levels in order to provide continuity to the Family Living including Sex Education curriculum.

HUMAN SEXUALITY

PROGRAM # 1

This first program sets the stage for the entire course and the programs that are to follow. After a brief introduction by the teacher-broadcaster, Sylvia Schechter, we see a short film sequence depicting our definition of sexuality. This is followed by a discussion of the manner in which the mass media depict sex and sexuality. We then see and hear youngsters asking a variety of questions regarding sexuality and reproduction, which is followed by a discussion of the materials and methods a teacher should utilize to adequately prepare oneself to teach these curricula. Finally we see a simulated group dynamic session that will hopefully trigger similar discussions in each workshop. The program concludes with a series of questions to be considered and answered by each teacher.

GUESTS -- Mr. Daniel Bernstein
Mr. Francis Chan
Miss Maude Parker
Mr. Joel Rothman
Mr. Ronald King
Mrs. Marguerite Tumminio

and

Students from Roy H. Mann I.S. in Brooklyn

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. How would you define responsible sexuality? Whose job is it to teach this? How?
2. Are there any qualities or characteristics that a teacher of sex education should possess? Should he/she be married? be a parent? have had sexual experience?
3. How do you feel about teaching this subject?
4. Are there any topics that would embarrass you?
5. Do you believe this oft-heard statement, "The kids know more about sex than we do!"
6. What effect does the abundance of erotic themes in the mass media have on people of all ages?
7. Is it our job to concern ourselves with the issue of pornography? Censorship?
8. How would you handle a situation where your ideas and values are very different from those of your pupils?
9. How do you develop or revise a curriculum?

Suggested References For The Course

- Barrett, M., Health Education Guide: A design for Teaching. White Plains, N.Y.: Image Publishing Corp., 1971.
- Grumman, D. and Barclay, A., Sexuality: Search for a Perspective. New York: Van Nostrand Reinhold Co., 1971.
- Katchadourian, H. and Lunde, D.T., Fundamentals of Human Sexuality. New York: Holt, Rinehart and Winston, 1972.
- Lang, J., Curriculum Guides for Family Living and Sex Education: An Annotated Bibliography. Eugene, Oregon: E.C. Brown Center, 1972.
- Family Living Including Sex Education: Curriculum Bulletin No. 3. New York City Board of Education, 1970.

DEVELOPING CURRICULUM

PROGRAM # 2

While the Board of Education Curriculum Guide, Family Living including Sex Education, outlines a very comprehensive curriculum for pre-kindergarten through the 12th year, it is still necessary for every school to carefully appraise the suggested topics and learning activities and select and adapt those, in sequential order, that best suit the needs, interests, and abilities of the student body.

We know from experience that the only schools that can initiate successful, on-going Family Living/Sex Education programs are those that involve parents and community groups in the planning and implementation stages.

Today's telecast will attempt to show a few of the many steps that should be taken when a school embarks upon a Family Living/Sex Education program. A group of parents who have volunteered to serve as members of a Parents Advisory Committee from their elementary school's P.A. are holding a meeting. Leading their discussion is a teacher who is a member of the school's Curriculum Development Committee.

We will then see the Committee of teachers from that school as they work with their District Coordinator of Family Living.

And finally we see a group of high school students who have volunteered to adapt the curriculum for their health education class, as a student advisory council.

These scenes depict just some of the steps that should be taken in curriculum development.

GUESTS -- Parents - Mr. Saul Bigel

Mrs. Susan Feldstein

Mrs. Charlotte Jones

Mrs. Elsie Sodano

Teachers - Mr. Edward Checkett

Mrs. Sybil Kalish

Mrs. Irene Levitt

Mrs. Rhoda Sylvester

Students from Louis D. Brandeis High School

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. If you as a teacher wish to initiate a Family Living/Sex Education Program in your class or school, what would you do first?
2. What specific roles should the parents play in curriculum development? Should they be involved in the program in any other way?
3. What community resource people or agencies could be involved?
4. For what purposes might a school initiate a series of parent-teacher workshops? What topics would be appropriate for inclusion in these workshops?
5. Should parents have the right to accept or reject films, film strips, or any other materials?
6. In initiating the program, would it be best for just one person to teach Family Living/Sex Education or should all teachers in a school be included?

7. How can junior high school youngsters be involved in curriculum planning?
8. What are the roles of the district health or family living coordinator, the principal, and assistant principals in curriculum development and/or revision?

Suggested References

Gwynn, J.M. and Chase, J.B., Curriculum Principles and Social Trends.

New York: The Macmillan Company 1969.

Kilander, H.F., Sex Education in the Schools. New York: The Macmillan Company, 1970.

Rational Planning in Curriculum and Instruction.

Washington, D.C.: National Education Association Center for the Study of Instruction, 1967.

IN THE BEGINNING

PROGRAM # 3

This program involves parts of three different classes on three different grade levels participating in initial lessons of the first unit in Family Living including Sex Education. Only the first few minutes of each lesson are shown. The teacher introduces the topic, asks a few motivational questions, and begins to set the tone in the classroom. While each lesson is different, there is an underlying similarity in all the classes -- the attempt to create an open, relaxed atmosphere. The program demonstrates how each teacher is concerned with the importance of using an approach geared to the previous experiences, knowledge, interests and abilities of the pupils.

GUESTS -- Miss Jane Kraidman, Teacher, P.S. 100K, and
part of her non-graded 1-2 year class
Mr. Dennis Parrott, Teacher, P.S. 21K, and part
of his 61GC class
Students from South Shore High School

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. How would you motivate your class in the first lesson?
2. What other curriculum areas could be related to an introductory lesson in FL/SE? How?
3. What methods would you use to gain a better understanding of the backgrounds, needs, interests of your pupils?

4. How would you include a discussion on different ethnic and family life styles, such as the one-parent family?
5. What can you do to encourage an open, honest atmosphere in your classroom?
6. How can Family Living including Sex Education be integrated with other subject areas?

Suggested References

Rubin, I. and Kirkendall, Sex in the Adolescent Years: New Directions in Guiding and Teaching Youth. New York: Association Press, 1968.

Rubin, I. and Kirkendall, L., Sex in the Childhood Years. New York: Association Press, 1970.

WHO AM I?

PROGRAM # 4

What greater service can a teacher perform than guide youngsters to a better understanding of themselves? In this program we see three teachers explore the always fascinating, but usually perplexing question, "Who am I?". We will see three entirely different approaches and lessons on three different levels: A non-graded 1st-2nd year class, a 6th year class, and a senior high school class. The 1st and 2nd grade class uses mirrors; the 6th grade class deals with male biological identification and the high school students evaluate their motives, goals and levels of maturity. However, the underlying themes of these lessons are concerned with self-awareness, the appreciation of oneself as an individual as well as a member of a group, recognition and respect for differences.

GUESTS -- Miss Jane Kraidman, Teacher, P.S. 100K, and part of her non-graded 1-2 year class

Mr. Dennis Parrott, Teacher, P.S. 21K, and part of his 61GC class

Students from South Shore High School

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. What other materials or methods, other than mirrors, would you use as motivational devices to begin a lesson on "Who Am I"?

2. What lessons do you think might have preceded these lessons? Followed them? Is it important that these lessons be in context with other lessons in a unit? Why?
3. What conclusions could your pupils draw from this lesson?
4. In what other subject areas could you include a self-awareness theme? How?
5. What methods could be used to assist students to define their own goals?
6. What methods can be used to evaluate the success of lessons such as these?

Suggested References

Pomeroy, W.B., Boys and Sex. New York: Delacorte Press 1968.

Pomeroy, W.B., Girls and Sex. New York: Delacorte Press, 1969.

WHAT IS LOVE?

PROGRAM # 5

There probably is no more volatile age of burgeoning emotions and confused feelings about love than early adolescence. As these youngsters attempt to cope with the changes that are occurring within themselves, they are also being thrust into new situations and changing relationships. In an attempt to help them better understand themselves and the nature of their relationships with others, it is appropriate to provide discussions on elements that are necessary for responsible decision-making, and the nature of love and its meaning to students.

On today's program we are going to see the topic of love discussed in two different class situations, in an all girls class and all boys class, both on the junior high school level. While there was no attempt made on the part of the instructors to teach similar lessons, one can detect very interesting parallels. The open atmosphere prevails in both classes, along with an emphasis on feelings and emotions, two components of the present trend towards affective education.

GUESTS -- Mrs. Judy Hasner and some of her students from Lefferts Junior High School, Brooklyn.
Mr. Sam Ford and some of his students from Peter Cooper Intermediate School in Manhattan

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. What are the advantages and/or disadvantages of teaching sex-segregated classes as compared to sex-integrated classes?
2. How would you define love and its many variations?
3. Would you include a discussion about love on your grade level? Why or why not? At what point should it be included in the Family Living/Sex Education curriculum?
4. In what other subject areas would a discussion about love be appropriate or helpful?
5. What other motivational methods or materials would you use in such discussions?
6. What would be your aim?
7. To what other topics might this discussion on love lead?

Suggested References

Bell, R.R., Marriage and Family Interaction. Homewood, Ill: The Dorsey Press, 1971, Chapter 5.

Fromm, Erich, The Art of Loving. Chicago: Harper, 1956.

Hunt, Morton, The Natural History of Love. New York: Alfred Knopf, Inc., 1959.

Public Affairs Pamphlet #161, So You Think It's Love by R. Eckert.

VALUE CLARIFICATION STRATEGIES

PROGRAM # 6

High school teachers of Family Living frequently express concern regarding the handling of discussions on morals, values and standards, particularly today in an age when our young people are faced with what seems to be contradictory and confusing sexual ethics. There are greater freedoms today and fewer restrictions. Adults and mature teachers themselves may have grave doubts and questions about what sexual behavior is considered right or wrong, and they may fear imposing their standards on others. Certainly there are those teachers who may be reluctant, or find it impossible to reconcile their own private moral standards with the seemingly different value codes of their students. Nevertheless, this vital area cannot be overlooked. In fact, many teachers will find that most lessons, whether they be on marriage, abortion, homosexuality, dating, or sexual behavior, have as an intrinsic part of them the exploration of values.

Today's lesson features a variety of interesting methods, called "Value Clarification Strategies". These can be used on many grade levels to stimulate youngsters to engage in meaningful discussions and yet not place the teacher in the role of judge and jury. During the different strategies employed in this lesson, you will see the teacher behaving in an impartial, non-judgmental manner. The atmosphere is not repressive, and the students are free to express their private

opinions even when these opinions are in opposition to the majority.

Through the use of strategies such as these, young people can hopefully learn to make important personal decisions for themselves in light of their own goals, values, and accompanying responsibilities.

GUESTS -- Dr. Elizabeth Hunter, Professor of Education,
Hunter College, City University of New York
Students from John F. Kennedy High School

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. Would any of these strategies have to be modified in a very large class? If so, How?
2. Should the teacher ever express her/his personal opinion? If so, under what circumstances? If no, why not?
3. How do teachers sometimes unknowingly impose their standards on pupils? How can one offset this?
4. What type of lesson might follow this one?
5. How might you lead an impartial discussion on pre-marital or non-marital sexual activity by young people?
6. What other methods might you use to stimulate an honest discussion on sensitive areas?
7. Should youngsters be permitted to relate their own personal experiences, or should they only be encouraged to express opinions and ideas? Consider and discuss the legal and ethical implications.

Suggested References

Hunter, Elizabeth, Encounter in the Classroom: New Ways of Teaching. New York: Holt, Rinehart and Winston, Inc. 1972.

Rubin, Isodore, "Transition in Sex Values - Implications for the Education of Adolescents", Journal of Marriage and the Family. May 1965, pp 185-9.

Simon, S., Howe, L., Kirschenbaum, H., Values Clarification: A Handbook of Practical Strategies for Teachers. New York: Hart Publishing Co., Inc., 1972.

WHAT'S THE DIFFERENCE BETWEEN BOYS AND GIRLS?

PROGRAM # 7

The discussion of the differences and similarities between men and women is an age-old question that can be handled on a variety of levels in multitudinous ways. Today's program features this question discussed on three different grade levels - in a non-graded 1st and 2nd year class, in a 6th grade class, and in an 11th year class. In our youngest class, you will see the teacher move, from a discussion of surface differences between men and women to the inclusion of the biological names of some of the male and female genitalia. The 6th grade lesson emphasizes the similarities between the male and female sex organs. And the high school group discusses a different aspect of the question - whether or not there should be different sexual standards for men and women. Permeating all these lessons is an easy and relaxed atmosphere, a feeling of acceptance for what each individual has to say, the recognition of possible humor in the discussion, the inclusion of suitable vocabulary, and the obvious preparation of each teacher.

GUESTS -- Miss Jane Kraidman, Teacher, P.S. 100K, and
part of her non-graded 1-2 year class
Mr. Dennis Parrott, Teacher, P.S. 21K, and
part of his 61GC class

Students from South Shore High School

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. How would you handle the use of slang words in your classroom?
2. How would you handle a youngster who tries to shock you with street vernacular?
3. Should topics, such as menstrual hygiene or nocturnal emissions, be discussed in co-ed classes?
4. What place does humor have in sex education classes? Should you ever tell any jokes?
5. What type of lesson could follow these lessons?
6. What other topics could have been discussed as a result of the high school students' comments?
7. How would you present the topic of human sexual response and sexual outlets?
8. Where would you include the topic of the changing roles of men and women in today's society? Women's liberation?

Suggested References

- Pomeroy, W.B., Boys and Sex. New York: Delacorte Press, 1968.
- Pomeroy, W.B., Girls and Sex. New York: Delacorte Press, 1969.

PREPARING FOR THE NEW BABY

PROGRAM # 8

Many children go through the experience of having a new baby in their home. The excitement of this happening, and sometimes its accompanying perplexities, frequently spill over into the classroom, particularly in the lower grades. The unit on preparing for the New Baby is a very relevant part of the Family Living/Sex Education Curriculum.

Today's program features a lesson on this topic taught by a 1st grade teacher. By using pictures, the teacher traces a family's preparation for the new baby, while at the same time she encourages the children to talk about their own experiences. She sensitively corrects misconceptions while she leads the youngsters to a greater understanding of this event and its relationship to them.

The second portion of the program includes an interview with a kindergarten teacher who shows us pictures of a lesson that might well be a sequel to the lesson we have just seen. We see photographs that were taken of a lesson in her classroom in which the mother of one of her pupils visits the class with her new baby. We also see a variety of methods and materials that are used by this teacher.

GUESTS -- Miss Judy Rocke and some of her 1st grade pupils from P.S. 195 Queens

Mrs. Fredda Kerner, P.S. 312 Brooklyn

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. **How** could you include and adapt this topic on other grade levels?
2. How would you handle questions such as, "How did the baby get there?" or "How does the baby get out?"?
3. What approaches would you employ when teaching this unit to a class in which there are children from one-parent households? Foster homes? Adoptive homes?
4. What other methods, materials or activities would you use?
5. Some teachers report that they also invite a pregnant mother of one of their pupils to visit the class during this unit. How might you handle this?

Suggested References

Family Life Education Program (1-6). Chicago: Follett Educational Corporation, 1971.

Fricke, I., Beginning the Human Story: A New Baby in the Family. Glenview, Ill.: Scott, Foresman & Co., 1971.

Wall Chart of Newborn. New Brunswick, N.J.: Johnson & Johnson, 1971.

The Baby Book. Albany, N.Y.: New York State Dep't. of Health, 1970.

CONCEPTION CONTROL

PROGRAM # 9

Some of the questions that young people ask most frequently concern the prevention of unwanted pregnancies. Until recently, concrete information concerning conception control was denied to most high school youngsters; but today, depending upon the school, student body, and parent and community groups, this vital topic is included in the curriculum.*

The need for including this topic is threefold--first, to meet the present needs of the students, second, to assist the students to consider decisions that they will have to make as mature adults and third, to educate them in the concepts of individualized family planning and societal concerns relating to population ecology.

Teaching this interesting and sensitive topic is an expert, registered nurse who is a clinic director at a local Planned Parenthood (N.Y.) center. She presents the issues in the same manner used when she is a guest lecturer at high school classes throughout the city. She takes her lead from the students' comments and questions which are posed spontaneously and candidly in a climate of acceptance.

It is important for teachers to consider the existing moral, social, ethical and religious codes in this society that influence the individual's acceptance or rejection of conception control.

GUESTS -- Elizabeth Roman, R.N. Clinic Director
Family Planning Resource Center (P.P.N.Y.C.)

Students from Midwood H.S. and Springfield Gardens
High School

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. Discuss the resource agencies and experts that could be invited to a class to assist in teaching conception control.
2. Explore various other methods that could be used when teaching this topic.
3. In what types of situations should conception control be taught or not taught in the junior high schools? Examine the textbooks approved for Family Living/Sex Education, junior high school level and discuss the presentation of conception control therein.
4. How would you present this topic to students of various religions which oppose chemical or mechanical methods of conception control?
5. How can the legal aspects of conception control be introduced in a stimulating way as part of this topic? Discuss the legal rights of minors re: conception control.
6. How can information regarding conception control services for teenagers be disseminated in a school?
7. What types of field trips can be planned as part of this unit?

8. How can panel discussions be used for this type of education?
9. What methods can be used to stimulate discussion on "problem pregnancy"? "effects of early childbearing"? or "alternatives to abortion"?
10. Discuss the presentation of sterilization, abortion and monthly menstrual (uterine) aspiration as part of the topic of conception control.
11. Which area of the curriculum should include the topics of sterility and infertility?

Suggested References

Birth Control. New York: Time, Inc., 1967.

Birth Control. New York: Planned Parenthood of New York City, 1971.

The following publications on the rhythm method are available from Family Life Division, U.S. Catholic Conference, 1312 Massachusetts Avenue N.W., Washington, D.C. 20005

Callahan, Sidney, Christian Family Planning and Sex Education. 1969.

Marshall, John, The Infertile Period. 1963.

- * Conception control is a topic in Family Living/Sex Education that is taught only in schools having the approval of the principal and parents or consultative council.

INTRODUCING HUMAN REPRODUCTION

PROGRAM # 10

Can any learning experience be filled with such wonderment and awe as the study of the miracle of birth? Human reproduction is a subject about which our youngsters are intensely curious. However, while teachers for many years have been able to discuss plant and even animal reproduction comfortably in both elementary school science programs and biology classes, there may be some among us who perhaps find it difficult to make the transition from lower forms of reproduction to human reproduction.

Our lesson today depicts just this transition. We will see part of a 4th grade class and the teacher move comfortably and naturally into the study of human reproduction.

The lesson is filled with sound scientific information appropriate to the grade level. The underlying atmosphere in the class is one of comfortable rapport between the teacher and her pupils. One may note a free atmosphere where questions and comments are encouraged, and a readiness exists on the part of the youngsters to discuss this topic.

GUESTS -- Mrs. Linda Singer, Teacher, P.S. 31, Staten Island, and part of her 4th grade class.

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. Would you teach plant and animal reproduction prior to human reproduction? Discuss.

2. How differently might you have handled this lesson on another grade level?
3. What other learning activities might precede the unit on human reproduction?
4. How could you impart a sense of joy and wonder regarding the process of human birth?
5. How could parents be involved in developing this topic?
6. What kind of lesson could follow this one?
7. What field trips might be appropriate with this unit?

Suggested References

- Burn, H.J., Better Than the Birds, Smarter Than the Bees.
Nashville, Tennessee: Abingdon Press, 1969.
- Hein, F., Farnsworth, D., Richardson, C., Living. Glenview, Illinois: Scott, Foresman & Co., 1970, Chapter 10.
- Hettlinger, R.F., Growing Up With Sex. New York: Seabury Press, 1971.
- Nilsson, L. Ingelman-Sundberg, A., and Wirsén, C., A Child Is Born. New York: Delacorte Press, 1967.

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

VENEREAL DISEASE EDUCATION

PROGRAM # 11

Due to the tremendous increase in the incidence of both syphilis and gonorrhea among this nation's school-age youths and young adults, and because these diseases have reached epidemic proportions in all age groups, venereal disease education is an integral part of the health education curriculum on both the junior and senior high school levels. Today's program features the introductory lesson on venereal disease as presented to part of an 8th grade class. The teacher seeks to motivate the class, to present this topic in a non-judgmental manner, and to compare and contrast the mode of transmission between the venereal diseases and other communicable diseases. A developmental lesson is the method chosen to present this topic. While the final summary is not seen, we are told by the teacher during a brief interview that this leads into the topic for the following lesson, which includes the symptoms, treatment, and prevention of syphilis.

GUESTS -- Mr. Hy Meltzer, Teacher, J.H.S. 125, Bronx, and some of his 8th grade students.

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. What other methods could you use to motivate a lesson on syphilis or gonorrhea?
2. What materials could you use in a lesson of this type?

- PRE-ADOLESCENT CHANGES
3. How could parents be involved in this unit?
 4. What resource people or agencies could be used in this unit?
 5. What activities or assignments might pupils be given to help prepare them for this topic?
 6. In the discussion on the prevention of venereal disease, would you include personal hygiene and the use of the condom as prophylactic methods?

Suggested References

Schwartz, Wm., Teachers' Handbook on Venereal Disease Education.
Washington, D.C.: N.E.A., 1969.

Teacher's Kit, available from New York City Dep't. of Health,
V.D. Educational Unit, 93 Worth St. New York, N.Y. 10013

PRE-ADOLESCENT CHANGES

PROGRAM # 12

A favorite topic of conversation for most people, particularly the young, is about themselves. Through conversation and reflection, one frequently gains insight into one's actions and attitudes. A very effective technique that can be used to get people to talk about themselves is to have them show their pictures or photographs. Our 6th grade teacher today utilizes this technique in order to get the youngsters to talk about, and to better understand the changes that have occurred to them since infancy. While physical changes are obvious, the lesson emphasizes other changes that are occurring to them now - particularly the social and emotional ones.

Underlying the lesson is the recognition and acceptance of the growth differences among the children, while at the same time recognizing that one is not alone and that others are experiencing similar feelings and emotions.

A brief interview with the teacher at the beginning of the program tells us about his attitudes and feelings about the Family Living/Sex Education curriculum.

GUESTS -- Mr. Paul Kessler, Teacher, P.S. 33Q, and part of his 6th grade class.

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. What other motivational techniques might you use to introduce this lesson?

2. At what point in this unit would you talk about physical changes, menstruation, nocturnal emissions, etc.?
3. What other changes in the youngsters' relationships with others might you discuss?
4. What methods might you use to get maximum class participation in a large class?
5. Current events and the discussion of newspaper articles is a very common activity throughout the elementary grades. How would you handle the situation if a youngster brought in a sex-related article, such as an article about rape, venereal disease, a sex transformation operation, or growth abnormalities?
6. How would you handle the situation if a youngster in your class were the object of ridicule by his classmates because of a pituitary malfunction?

Suggested References

Broderick, C.B., "Preadolescent Sexual Behavior. "Medical Aspects of Human Sexuality, January, 1968, pp. 20-29.

Also see references suggested for programs # 4 and # 7.

KINDERGARTEN: A POSITIVE SELF-IMAGE

PROGRAM # 13

A positive self-image is tantamount to experiencing a significant, meaningful, productive, fruitful and satisfying life. It is crucial to life adjustments whether they be tasks to perform, problems to solve, circumstances to overcome or relationships to establish no matter how remote or intimate. It is the consummation of harmonious mind and body interaction bringing to fruition the total person. A dedicated educator regardless of discipline, who is aware of the totality of the individual, must communicate the notion that one must believe in himself or, if at best, one must trust that he has the ability to succeed.

How then can Movement Education play a role in contributing to the positive self-image? The methodology has the unique advantage of uniting mind and body purposefully so that conscious actions, meaningful thoughts and learning experiences occur with mental, physical, emotional and social involvement. Questions are specifically designed and spontaneously re-designed to achieve certain aims. The student individually, in pairs, or in groups finds solutions through exploration, discovery, development and consolidation that are axiomatically commensurate with his mental and physical abilities. Success is almost always inevitable and concomitantly evolves the positive self-image.

Today's televised lesson in Movement Education taught to a Kindergarten class shows how in Elementary school the positive self-image can be encouraged. The kindergarteners sense a joy in moving, in being themselves and in discovering what they as little people can do, feel and communicate with their bodies. Such concepts as the following are but a few to be perceived:

The body has many parts.

The body can move in many ways.

The body can create endless shapes.

The body has a language of its own; it can talk without a sound.

The body can show how we feel.

A question such as, "Can you change your shape?", could be asked and immediately a kaleidoscope of creativity emerges the extent of which is limited only by the number of the participants who are questioned.

The human resource is the richest of all. Nevertheless, the resource in order to be tapped and finally flourish must grow richer within the realm of self-identification. To be a total person is to live totally at every age. The kindergarten child who is carefully questioned, "Can you...?"- and then tries- soon learns that he can and strangely enough is delighted that others can, too.

GUESTS -- Mrs. Lillian Vitaglione, teacher, P.S. 41 Bronx,
lecturer, Lehman College.

Kindergarten students from P.S. 41 Bronx.

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. What connections exist between the positive self-image and the potential for happiness sexually?
2. Assuming that harmonious mind and body interaction is a key to building the positive self-image how would you as an educator contribute to its development?
3. How can you encourage diversification and still create a bond among men? How would you apply this to a specific learning situation? (In areas other than Phys. Ed.?)
4. How has culture influenced the masculine and feminine role in the schools as related to sports, hobbies and subject matter? How has this augmented or negated the self-image?
5. What possibilities exist in your school for implementing Movement Education in terms of available space, facilities, equipment and programming? Discuss.
6. How might Movement Education be continued in the Junior High School? The Senior High School?

Suggested References

Mosston, Muska, Developmental Movement. Columbus, Ohio: Charles Merrill Publishing Co., 1965.

Richmond, J. et al, Health and Growth - Book One (Unit I About You). Glenview, Illinois: Scott, Foresman and Co., 1971.

Preschooler Teaching Unit 1972. J.D. Penny Company, 1301 Avenue of the Americas New York, N.Y. 10019

HOMOSEXUALITY

PROGRAM # 14

In the past decade, much has been written about homosexuality in medical journals as well as a spurt of plays, movies and television shows dealing with this theme. Homosexuality was, until recently, considered strictly taboo. However, in our present situation one is made aware of the existence of the phenomenon of homosexuality at an early age. We are still in the dark about the basic definitive causes of and the total nature of homosexuality. Some of the existing moral and ethical codes intrinsically influence our attitudes and possibly reflect our lack of understanding of this aspect of human sexual behavior.

People are very interested in discussing and finding out more information about homosexuality and this program explores several aspects of homosexuality by using innovative group dynamic techniques. This is accomplished through role-playing, which proves to be very successful in stimulating a group of students to do reflective thinking and to ask very candid and pertinent questions. The teacher, who has had an extensive background in the use of group dynamics in teaching, takes the role of an impartial group leader and elicits an honest exchange of knowledge, misinformation, ideas, and feelings from her students.

GUESTS -- Ms. Beverly Goff, teacher, John Jay High School

Students from John Jay High School

SUGGESTED QUESTIONS FOR WORKSHOP DISCUSSION

1. **Explore other** group dynamic techniques that could be used in teaching about homosexuality.
2. How can social agencies and their resource personnel be utilized in teaching about homosexuality?
3. If a teacher feels uncomfortable about discussing homosexuality what methods can he use to teach this topic? Should he exclude it altogether?
4. How can an admitted homosexual be objective in teaching this topic?
5. How would the presentation of homosexuality differ at various grade levels?
6. How is homosexuality presented in the textbooks approved for junior high school? senior high school?
7. If elementary school students initiate discussions on homosexuality, motivated by newspaper articles about homophile activist groups, what are the approaches to be used?
8. Explore approaches to be used by the teacher when there is aggressive overt homosexual acting out in class? or aggressive overt heterosexual acting out? Should the teacher be more concerned with one than the other? Why?
9. Explore approaches that a teacher could use to prevent or minimize exploitation and teasing of a homosexual student by other students.

Suggested References

National Institute for Mental Health - Report of the Task Force on Homosexuality. Washington, D.C.: Government Printing Office, 1969.

Kolodny, R., Masters, W., Hendryx, J., Toro, G., "Plasma Testosterone and Semen Analysis in Male Homosexuals." New England Journal of Medicine., November, 1971.

Weinberg, G., Society and the Healthy Homosexual. New York: St. Martin's Press, 1972.

Wolff, C., Love Between Women. New York: St. Martin's Press, 1971.

INTRODUCTION TO SUGGESTIONS FOR ALTERNATIVE SESSIONS

LIVING, LEARNING, LOVING T.V.

The televised in-service course **Living, Learning, Loving** has been designed to give educational motivation to those who teach human sexuality and various aspects of family life from pre-kindergarten to grade 12. There are televised sessions that deal with concepts and basic principles unique to specific maturational and educational levels e.g. Early Childhood Years or Intermediate School Range. For this reason, this section, Suggestions for Alternative Sessions, was developed for the in-service instructor to assist in planning and arranging sessions relevant to the needs of enrolled teachers who might choose not to view televised sessions geared to educational levels in which they do not teach.

These suggested alternative sessions are not intended to be lesson plans for individual sessions. They are designed to give the creative instructor ideas to assist teachers to broaden self-awareness of their own sexuality, and to improve their teaching of human sexuality through curriculum analysis and adaptation, and by exploration and development of innovative educational approaches. The alternative sessions presented herein are not in a sequential order but are generally presented in grade level groupings.

However, there are elements of universality in the many concepts and principles in education in human sexuality that

span the school years, indeed the entire lifetime, so that there is some overlapping in sessions that are equally applicable for all teachers e.g. Value Clarification and Teaching About Personal Crises. It is expected that the enrolled teachers will develop techniques and approaches that can be used for their grade levels.

The suggested reference books and audio-visual materials are recommended for use by teachers in the in-service course. None of these materials is to be considered approved for use with students unless they have been reviewed and approved according to the regulations of the Board of Education of the City of New York.

SUGGESTIONS FOR ALTERNATIVE SESSIONS T.V. 307

1. Human Heredity

Twins visit the classroom

Suggested Teacher References

Family Life Education Program

How We Are Born. Chicago: Follett Publishing Company, 1969.

2. Human Growth and Development Pregnant mother visits classroom

Suggested Teacher References

Expectant Parents. Albany, N.Y.: New York State Dept. of Health, 1969

Family Life Education Program

How We Are Born. Chicago: Follett Publishing Company, 1969.

Nilsson, L. Ingelman - Sundberg, A. and Wirsén C.,
A Child Is Born. New York: Delacorte Press, 1967.

3. Improving Self - Image

Developing insight into oneself and into other people.

Suggested Teacher References

Katz, D., and Leichtman, A.W., Human Growth and Development. (Program) Tulsa: Educational Progress Corp., 1972.

_____, Awareness (Teaching Unit), New York: J.C. Penny, Co., Incorporated, 1970.

4. The Semantics of Sex

Removing the language barriers to effective sex education.

Suggested Teacher References

Calderwood, D., Breaking the Language Barrier (slides). Summit, N.J. 07901: D. Calderwood, Teaching Training Aids. 27 Harvey Drive, 1971.

Johnson, W.R., Human Sex and Sex Education. Philadelphia: Lea & Febiger, 1963.

SUGGESTIONS FOR ALTERNATIVE SESSIONS T.V. 307 (continued)

Neubeck, G., "Sexual Semantics" in The Adolescent Experience by Semmens, J. and Krantz, K., New York: The Macmillan Co., 1970.

5. Emerging Alternative Life Styles

Communes-open marriage-group marriage-androgyny-unmarried parenthood-homosexual unions.

Suggested Teacher References

The Family Coordinator (Special Issue on Variant Marriage Styles and Family Forms), Vol. 21, Oct.1972.

What Is Marriage? filmstrip, Guidance Associates, Pleasantville, N.Y. 1971.

6. Social and Civil Movements in Human Sexuality

Women's Liberation-the militant homosexual

Suggested Teacher References

Journal of Marriage and the Family (Special Issue: Sexism in Family Studies), Vol. 33, August 1971.

Firestone, Shulamith, The Dialectic of Sex: The Case for Feminist Revolution. New York: Wm. Morrow, 1970.

Morgan, R. ed., Sisterhood is Powerful. New York: Random House, 1970.

Teal, Donn, The Gay Militants. New York: Stein and Day, 1971.

Tobin, K. and Wicker, R., The Gay Crusaders. New York: Paperback Library, 1972.

7. Personal and Family Crises

Handling teachable moments on death, chronic debilitating illness, separation, desertion, divorce etc.

Suggested Teacher References

Arnstein, H., What To Tell Your Child About Birth, Death, Illness, Divorce and Other Crises. New York: Pocket Books, 1962.

Hinton, J., Dying. Baltimore: Penguin Books, 1969.

SUGGESTIONS FOR ALTERNATIVE SESSIONS T.V. 307 (continued)

Jackson, E.N., Telling a Child About Death New York:
Hawthorn Books, 1965.

Public Affairs Pamphlets
Divorce by E. Ogg #380.

Dealing with the Crisis of Suicide by Frederick and
Lague #406A.

How to Cope with Crises. by T. Irwin #464.

The Dying Person and the Family by N. Doyle #485.

Ramos, S., "Learning About Death", New York Times
Magazine Dec. 10, 1972

8. Term Project on Values and Family Life

Personal Coat of Arms

Suggested References

"Values Clarification at the Family Table"

by Kirschenbaum and "Dinner Table Learning"

by Simon. Values Associates, Box 591 North Amherst,
Massachusetts 01059

Vidiotape on "Term Project on Values in Family
Living and Sex Education" is
available from B.A.V.I., 131 Living-
ston Street, Brooklyn, N.Y. 11201

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Irwin Tobin, Director

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Addendum to Teacher's Manual for In-Service Television Program

LIVING - LEARNING - LOVING

Program #1 Human Sexuality

Suggested Reference for the Course

Burt and Brower, Education for Sexuality.

Philadelphia: W.B. Saunders Co., 1972

Program #2 Developing Curriculum

Guests - District Coordinator - John Martin, Health Coordinator
District 28, Queens

Suggested References

Perrin, M., and Smith, T., Ideas and Learning Activities for
Family Life and Sex Education. Dubuque, Iowa: Wm. C. Brown Co.,
1972.

A New York City Board of Education
Production Channel 25 - WNYE-TV
in Conjunction with the Bureau for
Health and Physical Education - 1973

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Irwin Tobin, Director

Suggested Weekly Evaluation
LIVING - LEARNING- LOVING

A) Video Presentation (circle one number)_____

1. Outstanding and stimulating
2. Very Good
3. Good
4. Adequate but not stimulating
5. Poor, inadequate
6. Comments_____

B) Educational value re teaching approach presented (circle one letter)

- a. Approach was extremely informative
- b. Approach was of moderate value
- c. Approach was of limited value
- d. Comments_____

C) Suggested References for Program

Circle the number that expresses your opinion

1. Outstanding -- extremely helpful
2. Excellent -- very helpful
3. Very Good -- very helpful
4. Good -- helpful
5. Fair -- somewhat helpful
6. Poor -- of limited value
7. Were of no value at all

Comments_____

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